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occur. In direct reflexion, *ἡμέτερος αὐτῶν* is used once, *ἡμέτερος (ὑμέτερος)* 10 times, possessive *ὑμῶν αὐτῶν* once. *ἐμός (ός)* is used 32 times as a direct reflexive, possessive *ἐμῶν* (*σῶν*, *σεαυτοῦ*) only 26 times.

Anab., Cyr., and Hell. II and III show a decided preference for the plural forms of the simple pronoun, and they use *οἱ* rather frequently. All but three of the complex reflexives of the 3d person are found in the Hellenica. *αὐτοῦ* is more frequent than *ἐαυτοῦ* in only the Cyneg. and Hell. I; in the other works *ἐαυτοῦ* preponderates.

C. W. E. MILLER.

Chrestomathie française, by A. RAMBEAU and J. PASSY. Henry Holt & Co. N. Y., 1897. Pp. xxxv + 250.

The phonetic method of teaching modern languages, while it has as yet scarcely gained a foothold in this country, has rapidly won favor in Germany and Scandinavia, and is gradually coming into notice in France and England. For the slow progress, in America, of a system that undoubtedly has much to commend it, there are at least two potent reasons: in the first place, our educators have seen, within the last twenty years, the rise and fall of so many new modes of linguistic study, each one loudly proclaimed as infallible, that they are inclined to look with distrust upon any apparently similar innovation; and, secondly, as a result of much experimenting, our ways of instruction, in the more enlightened regions, are really less antiquated than those of most other countries, and the need of a change is correspondingly less urgent.

The 'phonetic' or 'reform' program differs from nearly all other methods in that it is based on really scientific principles and advocated chiefly by men of learning and successful experience. With it are associated especially the names of Professor Viator, of Marburg, and Dr. Paul Passy, of Paris. A large society of teachers, the Association Phonétique Internationale, is devoted to the propagation of the 'reform' creed. It has two thoroughly reputable organs, the *Maître phonétique* in France and the *Neueren Sprachen* in Germany. The principal articles of the new faith are these: modern language instruction should take as its first material the living, spoken tongue, reserving for later study the more or less obsolete speech of literature; pronunciation should be thoroughly, accurately and scientifically taught from the very outset. For these purposes various printed aids are required: charts of sounds, with well-chosen key-words; pictures that afford topics for questions and answers; dialogues and simple narratives in modern, idiomatic style and in phonetic spelling. This latter condition is indispensable; for the advocates of the system attach the greatest importance to the exclusive use of a phonetic notation until the pupil has become very familiar with the sounds of the language, considered both as artificially isolated phenomena and as elements of naturally combined phrases.

Amid the surprisingly copious literature that the new method has called into existence, two collections of phonetic texts have merited particular attention: Sweet's 'Elementarbuch des gesprochenen Englisch,' for Germans who are acquiring English, and the 'Elementarbuch des gesprochenen Französisch,' by Franz Beyer and Paul Passy, for Germans who wish to learn

French. To these is now added, for the special benefit of American and English students of the French language, the '*Chrestomathie française*' prepared by Professor A. Rambeau, of Johns Hopkins, and Jean Passy, a brother of the distinguished founder of the Association Phonétique. Professor Rambeau's linguistic and pedagogical works have long since made him known to philologists and phoneticians; and Mr. Passy has won himself a reputation as a teacher and as an investigator of French dialects. The present volume is, therefore, the product of men expert both in the theory and in the practical side of their science.

The *Chrestomathie* is not meant for beginners, but is intended for pupils who have already used some more elementary work of a similar character; hence the texts are given in two forms—the standard spelling and the phonetic transcription—on opposite pages. The book begins with a strong defence of the 'new method'; then follows, condensed into less than twenty pages, a description of French sounds and sound-groups. The rest of the volume is filled by the texts themselves; they are chosen to illustrate all sorts of styles in prose and verse, and are of various degrees of difficulty, some of them being very hard, and none particularly easy. The figured pronunciation of the poetry conforms to Paul Passy's theory of accentuation. The phonetic alphabet used by the authors is that of the Association Phonétique; though rather unsightly, as compared with Bell's 'visible speech' or Sweet's 'broad ionic,' it can be quickly acquired and readily deciphered. The print is clear and sufficiently large. It is to be hoped that the *Chrestomathie*, which represents an immense amount of disinterested labor, will, even if not extensively used in America for years to come, at least serve to bring home to many of our French teachers the importance of phonetic study.

C. H. GRANDGENT.

JOURNAL OF GERMANIC PHILOLOGY. Editor: GUSTAF E. KARSTEN, University of Indiana. Vol. I, 1897, No. I.

The first number of the *Journal of Germanic Philology* has recently appeared in very attractive dress on heavy paper; in general make-up it is above criticism, forming a pleasing contrast to similar journals in Europe. But not merely its exterior reflects credit upon Professor Karsten; its purpose and plan are especially deserving of the highest commendation. The problems of a journal of this kind in America are not only distinctly scientific, but are also decidedly practical. It ought not only to call forth and foster scientific study and scholarship amongst those engaged in such work at the larger institutions of learning, but try to raise the general average of scholarship in the country by disseminating the results of such investigations here and elsewhere amongst the larger body of students and teachers; amongst those whose time is so taken up by their routine tasks that they cannot hope to follow carefully all the latest literature in their lines of work, but who are forced to depend upon abstracts and digests, when they can get them, or who are not near libraries where they can obtain the latest literature, particularly such as is to be found in the scientific journals. It is an age of 'Reviews of Reviews,' and such a 'Review' of Germanic studies has been greatly needed. This need the